

**Texas Education Agency  
Standard Application System (SAS)**

<b>2016-2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1</b>		
<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>  <div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</div> </div>
<b>Grant Period</b>	August 1, 2016, to July 31, 2017	<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</div> </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016	
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency  1701 North Congress Ave  Austin, TX 78701-1494 </div>	
<b>Contact information:</b>	21stCentury@tea.texas.gov	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name:	County-District #		Amendment #
Uplift Education	057803		
Vendor ID #75-2659683	ESC Region # 11		DUNS #
75-2659683	11		179941141
Mailing address		City	State      ZIP Code
1825 Market Center Suite 500		Dallas	TX      75207

**Primary Contact**

First name	M.I.	Last name	Title
Deborah		Bigham	Chief Development Officer
Telephone #	Email address		FAX #
469-621-8493	dbigham@Uplifteducation.org		469-621-8545

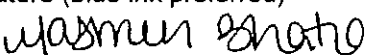
**Secondary Contact**

First name	M.I.	Last name	Title
Yasmin		Bhatia	Chief Executive Officer
Telephone #	Email address		FAX #
469-621-8500	ybhatia@Uplifteducation.org		469-621-8545

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Yasmin		Bhatia	Chief Executive Officer
Telephone #	Email address		FAX #
469-621-8500	ybhatia@Uplifteducation.org		469-621-8545
Signature (blue ink preferred)		Date signed	
		3-28-16	

Only the legally responsible party may sign this application.

701-16-102-070

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 07/01

End date (MM/DD): 06/30

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

<input checked="" type="checkbox"/>	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Through this Cycle 9 application Uplift Education will develop new after school opportunities to close our students' achievement gap in order to ensure that 100% of our students graduate and enroll in college. These are worthy as well as lofty goals given that three out of four of our students face one or more significant learning challenges. Low-income students often lack resources and experiences that support learning. This is a challenge for the majority of students in North Texas (57.6%) and Texas as whole (70.0%). It is also a challenge for 73.6% of Uplift's student population. In addition, some of these same students have the additional challenge of learning in a language other than what is spoken in their homes. While less than one in five Texas children face this challenge, one out of every three Uplift students (30.3%) must struggle against this additional barrier.

For Uplift students, quality out-of-school activities and experiences can create learning ladders and offer self-esteem boosts that enable students to overcome these challenges. This proposal outlines an afterschool and summer program co-designed by local non-profit agency Big Thought, and aligned to Uplift's mission, that will promote student engagement in learning and self-discovery; increase students' involvement in school; encourage family engagement in learning through opportunities for literacy and related educational development; improve academic performance, promotion rates, and social/emotional health; and prepare students for a successful entry into college or the workforce.

Since 1997, Uplift has provided free college preparatory education to students in communities without high quality options. However, these opportunities only exist during the school day. Research has shown that children spend 80% of their waking hours outside school and students in the low-income and immigrant communities have few opportunities for quality out-of-school learning experiences (Journal of Youth and Adolescence, 2007). In fact, by the 6th grade, students in these communities may have missed out on 6,000 hours of out-of-school time learning compared to their more affluent peers (The 6,000-Hour Learning Gap, 2013). Annually, middle- and upper-income families spend at least \$7,000 more per child than low-income families on workshops, field trips, tutoring, technology, books, camps, college counseling, and other academic supports (The Conversation, 2015).

Research indicates that quality out-of-school learning experiences can help children gain the necessary skills and experiences to become successful in school, work, and life (The Impact of After-School Programs That Promote Personal and Social Skills, 2007). In addition, these out-of-school experiences often connect children to their interests and their futures. Children in underserved communities have as much potential as their more affluent peers. They simply lack the opportunities to explore and hone that potential.

Uplift will partner with Big Thought to provide afterschool and summer programming through the Cycle 9 grant. The Project Director, Family Engagement Specialist, and the individual Site Coordinators will be Uplift Education employees, which will enable the program to respond directly to indicators from the Needs Assessment. Big Thought will provide Instructional Specialists to develop academic enrichment and college and workforce readiness programs aligned both with school curriculum and TEKS, and Instructors trained to know and deliver program content using innovative teaching strategies that support student learning. In addition, Big Thought will also provide Site Guides to serve as consistent social-emotional support staff, traveling with the students throughout their various programs and experiences.

Dr. Kathleen Denson, professor of Statistics at Texas A&M-Commerce and former Title 1 Evaluator for Dallas ISD, will serve as the outside evaluator for this program. Using existing school data including students' demographics, attendance, grades and social emotional health assessment, Dr. Denson will create an initial baseline needs assessment of the students participating in the afterschool program. These data will be complemented with information collected via observations and the following surveys: In-School Teacher Survey, Caregiver Survey and Student Survey. Bi-annual observations of after school classes will measure the fidelity of implementation and quality of teaching and

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

learning. Dr. Denson will train educational experts to document after school classes for 45-90 minutes each semester using a running record protocol. These data will be scored by the experts and calibrated by Dr. Denson using a written rubric detailing Six Dimensions of Quality Teaching and Learning. Collectively, all these data will guide the training of academic and enrichment teachers to differentiate after school learning for the specific needs of participating students. In addition, annual assessments and comparisons to the baseline data will document program efficacy, investments for process improvements, and measured progress toward program outcomes.

Uplift requests \$1,236,360 in Cycle 9 funding to provide the necessary resources to implement the proposed management plan and ensure the highest quality experiences for Uplift students. In developing the proposed budget, Uplift and Big Thought collaborated to construct an overarching program design and staffing structure for the proposed grant program, and researched historical expenditures (from Cycles 5, 6 and 7), as well as current average market rates for instructional providers. Throughout the process, Uplift and Big Thought referenced all applicable guidance resources provided by TEA and the federal government. The total funding amount requested maximizes the level of academic assistance, enrichment, career preparedness and family engagement services participants will receive.

A detailed management plan outlines how the program staff, including the Project Director, Campus Site Managers (6), and Family Engagement Specialist, will ensure that the goals, objectives and milestones of the grant are met. The key objectives of the program are:

- Deploy a well-trained qualified staff and workforce to develop, manage, monitor and implement quality 21st Century programming.
- Explore, design, pilot and scale instructional strategies for 21st Century programs that focus on required content areas and program objectives to meet the needs of students, families, schools, and the community.
- Conduct ongoing internal and external monitoring, evaluation and assessment for 21st Century activities and systems to facilitate continual program improvement and success.
- Promote the 21st Century program locally, regionally and nationally through partnerships, documentation and dissemination, branding and marketing in accordance with overall Uplift and Big Thought policy.
- Develop and manage a 21st Century governance structure that functions to build and maintain systems, networks, partnerships, and programs that improve the lives of children, families, and neighborhoods and considers the long term sustainability through the coordination of local resources and maximizing contributed income.

The proposed grant program responds to all statutory and TEA requirements by outlining a program design based on student and community needs assessment and research-based best practices; continuous feedback loops and program improvement, effective leveraging of public and private resources through a partnership between Big Thought and Uplift, ongoing sustainability planning and leadership engagement, and regular internal and external communications and project check-ins.

Uplift and Big Thought are committed to maintaining the quality of the program throughout the 5 year grant, and to sustaining it after Cycle 9 funding terminates. There is a multi-tiered approach to sustainability planning, including neighborhood, city, state and federal advocacy efforts, development of an experienced volunteer base, exploration of hybrid funding models (including fee-based, sliding scale), corporate and philanthropic engagement, and alignment with the highly valued civic outcomes desired by our community.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 057803			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$577,522	\$0	577,522
Schedule #8	Professional and Contracted Services (6200)	6200	\$538,000	\$20,875	\$558,875
Schedule #9	Supplies and Materials (6300)	6300	\$74,774	\$0	\$74,774
Schedule #10	Other Operating Costs (6400)	6400	\$18,220	\$1,875	\$20,095
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,208,516	\$22,750	\$1,231,266
Percentage% indirect costs (see note):			N/A	\$5,094	\$5,094
Grand total of budgeted costs (add all entries in each column):			<b>\$1,208,516</b>	<b>\$27,844</b>	<b>\$1,236,360</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$1,236,360
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$61,818

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:



<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 057803			Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
				Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)		1	\$64,360
5	Site coordinator (required)		6	\$250,200
6	Family engagement specialist (required)		1	\$46,850
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	P/T Assistant Site Coordinator		6	\$54,904
20	P/T Volunteer Coordinator		1	\$20,000
21	Title			\$
22	Subtotal employee costs:			\$436,314
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$70,245
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$70,963
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$141,208
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$577,522</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

#### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$</b>

**Professional and Contracted Services**

#	Description of Service and Purpose	Grant Amount Budgeted
1	Homework Assistance and Enrichment Activities – Core subject, fine arts, technology, college prep, fitness & life skills	\$473,881
2	Family Engagement Activities –offerings will include parenting classes (child development, preparing for college, school transitions), in addition to educational classes such as ESL, GED and test taking, work readiness with resume building and improving interviewing skills. Partner collaborations will provide continuous family engagement activities and support at select sites throughout the school year. Additionally, families will participate in culturally specific events in relation to school and holiday festivities and a special Lights On After-school Family Engagement event and a literacy event paired with a family workshop (topics include: Learning Environment in the Home, the Creative Child and Digital Learning).	\$21,000
3	Independent Evaluation	\$18,000
4	Student Transportation (daily transfer and field trip)	\$44,994
5	Dallas After-school - 3 <sup>rd</sup> Party Quality Monitoring	\$1,000
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$558,875</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$558,875</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-district number or vendor ID: 057803

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$74,774
Grand total:		\$74,774

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #10—Other Operating Costs (6400)**

County-district number or vendor ID: 057803

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$20,095
<b>Grand total:</b>		<b>\$20,095</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #11—Capital Outlay (6600)**

County-district number or vendor ID: 057803

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment:**

Category	Number	Percentage	Category	Percentage
African American	732	18%	Attendance rate	97.5%
Hispanic	3169	78%	Annual dropout rate (Gr 9-12)	.001%
White	122	3%	Students taking the ACT and/or SAT	99%
Asian	41	1%	Average SAT score (number value, not a percentage)	N/A
Economically disadvantaged	3211	79%	Average ACT score (number value, not a percentage)	21.7
Limited English proficient (LEP)	1626	40%	Students classified as "at risk" per Texas Education Code §29.081(d)	52%
Disciplinary placements		DNA		

**Comments**

N/A

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	231	28%	No degree	1	0.1%
Hispanic	123	15%	Bachelor's degree	646	20%
White	561	68%	Master's degree	168	78%
Asian	42	5%	Doctorate	9	1%
1-5 years exp.	653	79%	Avg. salary, 1-5 years exp.	\$45,529.06	N/A
6-10 years exp.	117	14%	Avg. salary, 6-10 years exp.	\$52,079.13	N/A
11-20 years exp.	45	5%	Avg. salary, 11-20 years exp.	\$56,658.35	N/A
Over 20 years exp.	9	1%	Avg. salary, over 20 years exp.	\$55,111.64	N/A

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		10	10	10	10										40
Open-enrollment charter school		50	90	100	90	90	60	40	30	30					580
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>		60	100	110	100	90	60	40	30	30					620

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uplift has and will identify and prioritize needs based on data from multiple sources including but not limited to secondary research relating to larger child development best practices, regional demographics, Uplift Charter system demographics, campus and student level data, and stakeholder surveys.

To ensure that assessment plans and data outputs are consistent and objective we are bringing on experienced program evaluator Dr. Kathleen Denson. Dr. Denson, professor of Statistics at Texas A&M-Commerce and former Title 1 Evaluator for Dallas ISD, will serve as the outside evaluator for this program. Using existing school data including students' demographics, attendance, grades and social-emotional health assessment, Dr. Denson will create an initial baseline needs assessment of the students participating in the after-school program.

The data will be complemented with information collected via observations and the following surveys: In-School Teacher Survey, Caregiver Survey, and Student Survey. Taking the campus, student, and working family's needs into consideration is an essential step in this process.

Collectively, all these data will guide the training of academic and enrichment teachers to differentiate after school learning for the specific needs of participating students. In addition, annual assessments and comparisons to the baseline data will document program efficacy, investments for process improvements, and measured progress toward program outcomes.

Uplift campus directors have assisted in conducting an initial community needs assessment in order to identify campus-level after-school priorities.

**Uplift Campus Staff Survey Results:**

83% need to increase after-school services  
 83% are in need of quality community service projects  
 67% need more opportunities for field trips  
 50% are in need of bilingual support  
 83% are in need of homework assistance  
 67% need services that can provide tutorials  
 83% are in need of service-learning programming  
 83% are in need of self-esteem and social skills programming

Uplift and Big Thought have utilized this data to identify the five priority programmatic elements that will address these identified needs, as outlined in Part 2 of this section.

The needs assessment process will include mechanisms to identify new needs as they arise, so that we continually address the changing priorities of the population.

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:



**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Access to high-quality enriching after-school and/or summer programming as an alternative to no programming at all at home with relative, neighbor or alone.	The Cycle 9 grant program would provide increased access to quality after-school and summer programming that is both free to participants and also conveniently located at the school. With a consistent schedule that spans both the school year and summer, the grant program will provide students and families with a reliable alternative to no programming or to programs that are too costly (as 79% of Uplift students are classified as economically disadvantaged).
2.	Access to programming that supports the social-emotional learning and character development needs of students.	The Cycle 9 grant program would include daily interaction with program staff trained on social-emotional learning as well as participation in activities that align with both TEKS and social-emotional learning principles such as relationship-building, self-awareness, and goal-directed behavior. Uplift and Big Thought both regularly collaborate with the Momentous Institute, a local expert in social-emotional learning, for staff training and content support.
3.	Homework assistance for students that are not identified for targeted tutoring intervention, but that could still benefit from additional academic assistance.	Uplift currently provides intensive tutoring opportunities to targeted students most in need. These existing tutoring services will be supplemented with daily homework assistance provided by Big Thought for students that could benefit from daily academic support in the after-school time period. Tutoring and homework assistance will be coordinated to the fullest extent possible to permit all students to also participate in enrichment programming.
4.	Increased access to service learning opportunities, provided as part of Uplift's in-school offerings.	Uplift has a strong commitment to fostering social responsibility in its students in grades K-12. Big Thought has long championed service learning through its enrichment programming as well. The Cycle 9 grant program will utilize these established service learning curricula, such as Service Learning Adventures in North Texas (SLANT), developed by Big Thought.
5.	Opportunities for students to participate in real-world, relevant experiential learning through field-trips or on-campus outreach programming.	Uplift is committed to involving the community in the ongoing education of its students. Big Thought manages two city-wide partnerships, Thriving Minds and Dallas City of Learning, which collectively involve 100+ community organizations that offer TEKS-aligned educational experiences through field trips, online digital learning, and on-campus outreach. Big Thought leverages this network of providers to tailor culturally relevant enrichment programming to individual sites based on their needs.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1	Project Director	Bachelor's degree in education, non-profit management, or related field with a Masters preferred; five or more years of successful instructional leadership experience; experience managing staffs, budgets and education related programs; experience in developing and executing projects and working with diverse constituents; and appropriate technology skills.
2	Site Coordinator(s)	Bachelor's Degree, with an emphasis in education or youth development preferred; at least three years related experience working with children, families and diverse populations and; experience organizing academic enrichment activities; demonstrated leadership and teamwork skills; be certified in first-aid, CPR and use of AED. Bilingual is strongly preferred.
3	Family Engagement Specialist	Bachelor's Degree in education or related field; strong communication and interpersonal skills; familiar with community agencies; be able to work flexible hours; have experience working in an educational, social service, or family support service setting; have experience with child development and effective parenting techniques; and have experience working with families from diverse cultures and economic backgrounds. Bilingual in English and Spanish is strongly preferred.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1	Deploy a well-trained qualified workforce to implement quality programming	1. Hire and train full-time project staff	06/01/2016	07/31/2016
		2. Hire and train part-time instructional project staff	07/01/2016	07/31/2016
		3. Conduct ongoing professional development	08/01/2016	05/31/2017
		4. Recruit and train volunteer adult advocates	08/01/2016	07/31/2017
		5. Execute annual provider/instructor RFQ	05/01/2016	07/31/2016
2	Design and implement innovative instructional strategies	1. Develop a menu of fall/spring term activities	08/16 & 11/16	09/16 & 12/16
		2. Develop lesson plans	08/01/2016	05/31/2017
		3. Programming scheduled in rotating modules	08/15/2016	05/31/2017
		4. Parents have active involvement in after-school	08/01/2016	07/31/2016
		5. Develop a menu of specific summer term activities	02/01/2017	03/15/2017
3	Conduct ongoing monitoring, evaluation and assessment	1. Conduct additional needs assessment	06/01/2016	08/01/2016
		2. Collect C9 program/student data	08/15/2016	07/31/2017
		3. Generate periodic dashboard reports	10/01/2016	07/31/2017
		4. SEL assessments/annual stakeholder surveys	11/16 & 5/17	12/16 & 5/17
		5. Formal evaluation and written report generated	01/01/2017	07/31/2017
4	Promote the 21st Century program	1. Communicate/recruit targeted participants	07/01/2016	09/01/2016
		2. Create parent handbook and other collateral	07/01/2016	08/01/2016
		3. Create promotional materials to inform stakeholders	08/01/2016	07/31/2017
		4. Effectively communicate program metrics	10/01/2016	07/31/2017
		5. Build a pool of well-trained spokespersons	01/01/2017	05/31/2017
5	Develop governance structure /long-term sustainability	1. Create school-based advisory groups	10/01/2016	12/20/2016
		2. Regular leadership meetings	07/01/2016	07/31/2017
		3. Solicit community for contributed or in-kind support	07/01/2016	07/31/2017
		4. Identify sustainable in-kind support	07/01/2016	07/31/2017
		5. Maintain clear lines of communication/planning	07/01/2016	07/31/2017

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uplift Education and Big Thought personnel will conduct ongoing internal and external monitoring, evaluation and assessment of 21st Century activities and systems to facilitate continual program improvement and success. Key Performance Indicators will include: 1) students' involvement in school and after school; 2) students' academic performance, and skills/knowledge acquisition; 3) student promotion rates; 4) students' social emotional health; 5) quality of after school experiences; 6) quality of after school staff; 7) students' class participation; 8) student's behavior/social interaction; 9) students' focus/homework completion; 10) student-family learning and parent involvement; 11) quality staff placement; and 12) fidelity of implementation of activities and experiences.

The grant goals and objectives will be incorporated into the Uplift Education performance management system that will monitor progress against Key Performance Indicators. The system includes a collaborative goal-setting process, regular formal check-ins on performance against goals, broad transparency of results and accountability for performance.

Measurement tracking tools include, but are not limited to, administration of surveys to caregivers, students, teachers and school administrators to solicit feedback for program improvement; regular informal and formal program observations; TX21st data collection; social-emotional learning assessments and quality assessments (including participation in Dallas After-school's Program Quality Initiative (PQI) process). These measurement tracking tools will feed into periodic dashboard reports, which will be reviewed by Uplift Education and Big Thought after-school personnel; along with Uplift Education Campus Leadership Teams and the Big Thought Center of Excellence team, for the purpose of identifying and communicating progress to goal as well as any necessary course corrections to instructional staff, school leadership, parents, and other community partners.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The out-of-school time learning environment has been a growing focus area for school and community leaders in Dallas over the past 10 years. Uplift and Big Thought have both been catalysts in building community awareness, engagement and support of high quality after school and summer programs; and each organization has a strong track record in coordinating public/private partnerships. Both organizations convene and participate in local, statewide, and national dialogues on the value and impact of after school and summer learning on student achievement and success.

The proposed Cycle 9 activities are in direct alignment with highly valued priorities of multiple sectors of the Dallas community, including business and civic leaders, funding organizations such as the United Way, higher education, and local philanthropic individuals and organizations. Additionally, strong local and statewide advocacy efforts are in place, supported by organizations such as Dallas After-school and TXPOST. Uplift and Big Thought have solid credibility with both public and private funders; we regularly engage volunteers to enhance and support the work; and we build strong relationships with parents.

Specific strategies include:

- Leveraging and re-focusing future public/private funding secured by Uplift and Big Thought
- Engaging neighborhood resources to meet current and future needs
- Coordinating and redirecting existing community programs to meet after-school and summer school needs in the areas of academic achievement and college/career readiness
- Uplift will continue to invest its existing resources, including Title I and general operations funds, the use of its staff and facilities, bus transportation, technology, academic support activities, and family education/engagement

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student Demographic data	1.	Home language/ELL status
		2.	Special needs
		3.	Socio-economic status/Culture and ethnicity
2.	Student attendance/grades	1.	Students' consistent involvement in school and after school
		2.	Students' academic performance; gain skills and knowledge
		3.	Student promotion rates
3.	Student Survey/Assessment	1.	Students' social emotional health
		2.	Students' consistent involvement in school/after school
		3.	Quality of after school learning experiences and staff
4.	In-School Teacher, Caregiver, After School Staff	1.	Students' class participation/behavior/social interaction
		2.	Involvement with after school or barriers to involvement
		3.	Student-family learning (e.g., literacy, parent involvement)
5.	After School Class Observations	1.	Fidelity of implementation of activities and experiences
		2.	Quality learning (e.g., innovative instructional techniques)
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Site Coordinators will collect student enrollment, attendance, and activity management data daily, which will be reviewed by the Project Director weekly in accordance with attendance targets and the activity outcomes determined by the needs assessment. The Family Engagement Specialist will also collect, review, and approve data on parental engagement on a weekly basis. All data will be compiled and compared to stated programmatic targets for the sites and, in aggregate, for the broader after-school goals. Site Coordinators will receive digital reports in order to monitor progress on site-specific goals.

Uplift Education will utilize the after-school provisioning and tracking system built and maintained by Big Thought that allows for the discovery and reservation of educational resources provided by local partners/ individual professionals, connects these resources to TEKS-based educational objectives, and tracks the delivery of those resources. Big Thought will track instructor performance against its Six Dimensions of Quality tool to ensure that teaching and learning align with best practices and stated activity outcomes. Uplift will also monitor participants' school progress through metrics that include grades and standardized test results, in-school attendance, promotion and graduation rates, number of behavioral referrals, pre- and post-test assessments for tutorials, class participation, and behavior. This information will be tracked on a grading period basis to identify trends and areas of improvement over the course of the school year. In addition, students' social-emotional competencies will be assessed through a standardized, norm-referenced behavior rating scale. This assessment will follow age-appropriate gathering methods and will occur periodically through the year and as new students arrive. Assessment data will be aggregated for campus snapshots. Students showing a deficit in a particular measure will be given a deeper assessment for more personalized tracking.

Uplift Education and Big Thought will identify strengths/ areas for improvement, and design corrective measures. These measures could include scheduling more or less tutoring and/or more or less enrichment time, a change in community resources, targeted professional development, and staff changes. Appropriate aggregated data will be shared with partner providers. Big Thought publishes an annual report with information about all its programs and partnerships.

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All activities will align with one or more of the four core components intended by TEA for 21<sup>st</sup> Century programming and will promote student academic achievement and success in school. After-school programming will occur M-F for three hours or more per day and will include individualized academic assistance targeting each student's particular needs as well as a broad variety of enrichment activities that engage students in learning directly aligned to the school curriculum and TEKS. Each day, students will receive two or more hours of enrichment activities led by coaches, community organizations, program staff, and campus teachers that will provide positive social, creative, recreational, and interpersonal experiences to enrich and expand students' connections to in-school learning and community engagement.

Enrichment activities will fall into several categories:

- 1) Students will be guided to explore a variety of multi-sensory self-directed centers, both indoors and out that will be theme-based, TEKS-aligned, and age-appropriate. Themes will change every two weeks.
- 2) Students will work with professional artists, scientists, and entrepreneurs on specific two-four week projects using Project Based Learning methodology.
- 3) Student will go on field trips with their Coaches that will connect to in-school and after-school projects

Family engagement activities include a "Back to School" Rally, ACE presence at regular parent/ teacher conferences, fall/spring Parent Academy, "Campus Town Hall" with the CEO, and volunteering in fundraising activities. Parent education classes such as ESL, GED, and computer training classes will be scheduled as needed and requested. In addition, a "Family Table" series of conversations and creative time.

At the end of each day, children will only be released to adults previously authorized by the parents during the enrollment process. Program staff will check picture identifications to ensure proper authorization for release, and the authorized adult will be required to sign the child out. Students walking home are required to have signed permission from parents allowing this.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A top priority for Uplift is to provide parents with the information they need to make informed decisions and to seek quality outcomes for their children.

Opportunities and resources that will be used to disseminate information about the community learning center include:

- Uplift Monthly Newsletter
- The Uplift Family Guide
- Community Advocacy Coalition
- Volunteers in Partnership program on Uplift campuses
- Community CEO meetings
- Parent University

Additionally, Big Thought will provide well-designed communications resources developed during its management of Cycles 5, 6 and 7 grants, including frequent visits and meetings between Big Thought staff and school personnel to synchronize campus goals and programmatic planning along with ongoing communications with social service agencies, public housing communities, and neighborhood youth service centers to identify new partnership opportunities that can support student participation and success.

All communications materials are disseminated in both English and Spanish. Materials can be translated into additional languages as necessary. Other communications materials include parent handbooks, posters, flyers, enrollment forms, social media, and more.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed activities are based on proven instructional methods, including Project-Based Learning. A wide body of research demonstrates the positive effects of Project-Based Learning on student academic achievement. Students show improved performance on standardized tests, obtain higher grades in math and science, are more likely to stay in school and demonstrate better conceptual thinking.

Scientific-based research demonstrates that children engaged in creative and engaging learning activities have more consistent school attendance, higher academic achievement (Catterall, James, *Doing Well and Doing Good by Doing Art: A 12- Year Longitudinal Study*, Imagination Group: I-Group Books, 2009), and may be primed for greater leadership and community involvement (Benson, Peter L., Sparks: *How Parents Can Ignite the Hidden Strengths of Teenagers*, Search Institute, 2008). Therefore, the program encourages and builds creativity through activities aligned with the school curriculum and college and workforce readiness indicators. Teachers certified in core subjects as well as other disciplines partner with community instructors to provide activities in a creative context that allows students to become socially, academically, and creatively engaged in learning.

Notably, Big Thought is currently participating in a national study on summer learning conducted by the RAND Corporation. The near-term findings in 2014 provided the first student outcome data in a six-year study of summer learning programs in five urban areas, which is the most comprehensive research on summer learning to date. Based on the findings, we know that students who participated in summer programs offering academic instruction and enrichment activities like arts and field trips returned to school with gains in math equal to about 20% of a typical student's growth during one year. The report also found that students in the program enter the fall with a meaningful advantage in reading if they attend at least 22 days and receive at least 39 hours of reading instruction.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The partnership between Uplift and Big Thought provides an opportunity to effectively leverage a multitude of other federal, state, and local programs that each organization coordinates. Uplift resources include tutoring and academic assistance, the National Breakfast and Lunch Program, family services, and access to healthcare services in partnership with Children's Medical Center. Uplift will also provide the operational infrastructure, including facilities, transportation, and information technology.

Through its management of the Thriving Minds initiative, Big Thought has connected and leveraged the collective power of hundreds of community partners and has filled gaps in order to ensure equity of access to programs and services, high quality programming, and effective use of public and private resources.

Big Thought coordinates this vast array of existing resources and is continuously generating new public and private resources in order to expand and improve out-of-school time learning opportunities for children. These coordinated resources include partnerships with institutions such as Dallas County Community College District, AmeriCorps, The City of Dallas infrastructure, including Dallas Public Library, Dallas Park and Recreation, and Office of Cultural Affairs, Social and Health Care agencies, and hundreds of others.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed activities are based on needs assessments conducted by Uplift Campus Directors which identified the 5 priority need areas outlined in Schedule 16, Part 2, and map directly to the measurable performance objectives outlined by the TEA. In order to meet the student, parent and campus needs, Uplift and Big Thought have developed innovative instructional strategies and professional development of instructors that ensure that the TEA's Critical Success Factors for the program will be met, and that ongoing pre- and post-assessments will indicate positive results toward the five overarching outcomes prioritized by the Texas ACE.

The program design includes: 1) increased access to high quality after school and/or summer programming at no cost to parents; 2) programming that supports social and emotional learning and character development of students; 3) homework and tutoring assistance; 4) service learning opportunities; 5) and project-based, real-world experiential learning. Each of these elements will directly align with school-day offerings.

Uplift and Big Thought will assess the effectiveness of this design by tracking: 1) students' involvement in school and after school; 2) students' academic performance, and skills/knowledge acquisition; 3) student promotion rates; 4) students' social emotional health; 5) quality of after school experiences; 6) quality of after school staff; 7) students' class participation; 8) student's behavior/social interaction; 9) students' focus/homework completion; 10) student-family learning and parent involvement; 11) quality staff placement; and 12) fidelity of implementation of activities and experiences.

**There is a compelling body of research supporting these program strategies:**

- Research that consistent time spent in after-school activities during the elementary school years is linked to narrowing the gap in math achievement, greater gains in academic and behavioral outcomes, and reduced school absences. (Auger, Pierce, and Vandell. Participation in Out-of-School Settings and Student Academic and Behavioral Outcomes, presented at the Society for Research in Child Development Biennial Meeting, 2013.)
- An analysis of more than 70 after-school program evaluations found that evidence-based programs designed to promote personal and social skills were successful in improving children's behavior and school performance. (Durlak, Weissberg, and Pachan. The Impact of After-school Programs that Seek to Promote Personal and Social Skills in Children and Adolescents, American Journal of Community Psychology, 2010.)
- Project based learning and a focus on engaging/creative activities are the foundation for a high quality program. Scientifically-based research demonstrates that children involved in highly engaging/creative activities have more consistent school attendance, higher academic achievement (Catterall, James, Doing Well and Doing Good by Doing Art: A 12- Year Longitudinal Study, Imagination Group: I-Group Books, 2009), and may be primed for greater leadership and community involvement (Benson, Peter L., Sparks: How Parents Can Ignite the Hidden Strengths of Teenagers, Search Institute, 2008)
- According to the studies, service-learning students were better able to advance realistic solutions to problems, understand the systemic nature of a community problem, and take steps to address a problem (Billig 2002; Meyer 2003; Billig and Meyer 2002)

Evidence of program effectiveness will be processed on a semester basis and shared with stakeholders. Together Uplift Education and Big Thought will identify strengths and areas for improvement and will design corrective measures. These measures could include scheduling adjustments for more or less tutoring and/or more or less enrichment time, a change in the selected community resources, targeted professional development interventions and staff changes. Appropriate aggregated data will be shared with partner providers of educational resources to provide context and feedback. Big Thought publishes an annual report with information about all its programs and partnerships.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Uplift is partnering with Big Thought, a local non-profit agency committed to closing the opportunity gap - one of the driving factors contributing to the achievement gap - for youth in Dallas, to provide after-school and summer programming through the Cycle 9 grant. Uplift is choosing to partner with Big Thought in order to best address the needs identified through the needs assessment process. Uplift and Big Thought will collaborate to ensure that needs are met and that the grant is implemented with fidelity, providing the highest quality experience possible for Uplift's students. Big Thought is committed to partnering with Uplift to develop, implement and manage academic enrichment and college and workforce readiness programs that help students see that they can be successful in school and therefore successful in life. Big Thought serves as the managing partner of both the Thriving Minds (TM) and Dallas City of Learning (DCOL) city-wide systems, which joins the City of Dallas, local education agencies and universities, and more than 100 community based organizations (including Uplift) in bringing additional learning experiences to the children of Dallas. Within the context of Thriving Minds, Big Thought has a proven track record of operating 21st Century after-school programs, having served as the fiscal agent for Cycles 5, 6 & 7 21st Century grants in partnership with the Dallas Independent School District, operating a total of 38 21st Century sites since 2007-08.

**Since 2013, Uplift and Big Thought have partnered to provide quality after school and summer learning programs, and will collaborate under a Memorandum of Understanding that defines parameters and areas of responsibilities, and establishes a spirit of cooperation to enhance the services that both agencies provide to students served at Uplift.**

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uplift and Big Thought will work closely with the school administration at each of the proposed centers to customize a program plan that responds to their respective needs as identified through the needs assessment process, addresses the goals of the 21<sup>st</sup> Century grant program, and leverages both universal and site-specific resources already identified and available. These program plans, and their implementation, are also subject to feedback from community stakeholders via each school's local advisory board.

Some of the universal resources available to each school, include:

- Existing data-driven, targeted tutoring programs
- A Response to Intervention (RTI) model on each campus that is systematized across the Uplift network that helps students become well-rounded, globally-minded adults. All Uplift, schools are either authorized as IB World Schools, in the candidacy phase (which takes at least one full year and involves many steps), in the consideration phase, or the preparation stage. IB patterned programs and practices are already in use at every campus.
- Uplift's Family Guide (English and Spanish), which includes everything parents need to know to help their children be successful.
- Access to a system of personal, face-to-face, approaches to parent and family involvement in education, including regular parent teacher conferences, monthly family nights where families and students learn together, annual CEO town halls for parent feedback sessions and parents learning opportunities through our Parent Universities.
- Big Thought's partner roster of community organizations and professional artists and educators that offer a wide-range of TEKS aligned informal learning experiences for students and families

Some of the site-specific resources that one or more of the school's identified during the needs assessment process, include:

- Active parent volunteers (indicated by 88% of schools), parent involved activities (63%), parent education courses (75%), active PTA (63%)
- Collegiate prep and readiness services (43%)
- Existing out-of-school time learning activities on site (63%), relationships with community partners supporting out-of-school time programming (50%)

The proposed program addresses the needs outlined in schedule #13 by increasing the number of free high-quality after-school and summer seats by 600 over what is currently available to students and families (*Access to free high-quality enriching after-school and/or summer programming*). Big Thought's instructional program model focuses on a project-based, arts integration approach that not only supports academic connections, but also provides fertile ground for students to develop positive relationships with both peers and adults, engage in self-guided or team-based decision making, and other character development skills (*Access to programming that supports the social- and emotional learning, and character development, needs of students; Increased access to service learning opportunities, than that which is provided as part of Uplift's in-school offerings*). In addition to the activities provided daily by program staff, students will participate in activities provided by organizations found on Big Thought's partner roster, such as the Dallas Zoo, Dallas Museum of Art, Trinity River Audubon Center, and Perot Museum. These opportunities occur both on-campus in the form of assemblies or workshops, as well as off-campus via field trips that allow students to experience some of the best resources Dallas has to offer (*Opportunities for students to participate in real-world, relevant experiential learning through field-trips or on-campus outreach programming*). Lastly, program time is allocated daily to provide homework assistance and it is the job of the Site Coordinator to implement a system by which the after-school staff is aware of the homework tasks each grade level has assigned for the day (*Homework assistance for students that are not identified for targeted tutoring intervention, but that could still benefit from additional academic assistance*).

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uplift is choosing to partner with Big Thought in order to best address the needs identified through the needs assessment process. Uplift and Big Thought will collaborate to ensure that needs are met and that the grant is implemented with fidelity, providing the highest quality experience possible for Uplift's students. Uplift's after-school and summer model will build on Big Thought's previous initiatives that featured innovative curriculum and instruction focused on project-based learning (PBL). A wide body of compelling research demonstrates the positive effects of PBL on student achievement, both in and out of the classroom. The Buck Institute for Education documents how PBL can improve the effectiveness of math/science teaching, long-term retention, and academic achievement on state-administered assessments. The same research also illustrates how PBL improves students' mastery of 21st century skills, such as perseverance and problem solving. These skills improve outcomes for students beyond the classroom, and research by The Partnership for 21st Century Skills indicates that 21st century skills are mandatory skills for children's success as future citizens and workers.

Uplift and Big Thought will also rely on best practices Big Thought has developed to create engaging and creative activities, which are the foundation for high quality programming and which also relate to academic and non-academic outcomes. Scientifically-based research demonstrates that children involved in highly engaging/creative activities have more consistent school attendance, higher academic achievement (Catterall, James, Doing Well and Doing Good by Doing Art: A 12- Year Longitudinal Study, Imagination Group: I-Group Books, 2009), and may be primed for greater leadership and community involvement (Benson, Peter L., Sparks: How Parents Can Ignite the Hidden Strengths of Teenagers, Search Institute, 2008).).

Big Thought has applied for and received funds for three Cycles: 5, 6, and 7, through which Big Thought has developed its own best practices while utilizing others that are nationally and locally developed through other organizations. This information informs not only broad programmatic design but influences professional development for all staff, whether that development is designed by Big Thought or by outside experts. For Cycle 9, Uplift will take part in Dallas After-school's After-school Quality Advancement (AQuA) initiative, which contains research-based best practices for operating a high quality after-school program.

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteers will be used as coaches, assisting students to practice life skills – communication, collaboration and problem solving, co-direct career exploration and help connect the relevancy of college and career possibilities. A volunteer description has been developed and is used to recruit interested and qualified volunteers. Volunteers will sign up through an application process and then submit into the Verify system for background screening. Volunteers will be placed at designated campuses and monitored by the after-school staff. All volunteers will attend an orientation session that includes expectations and scope of work, school culture, and working in partnership with school/parents/after-school. Training opportunities will be held throughout the school year and can cover various topics.

Volunteers will be recruited from interested corporations, senior groups, and retired employee groups, as well as recruiting volunteer students from local universities that Uplift has relationships with, such as University of Texas at Arlington's School of Social Work, University of North Texas, and Texas Women's University.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

In addition to ongoing advocacy efforts, community engagement and private fundraising for the purposes of program sustainability, Uplift and Big Thought have also developed a plan to address sustainability through program and implementation design in three specific areas:

**Building a Trained Volunteer Corps**

Over the course of the five years, if selected, we would dedicate ourselves to the recruitment and support of a volunteer corps of individuals that could help provide programming after the grant funding has expired. The idea being that we use the time with funds to adequately train and prepare this corps for the next chapter. Uplift has already begun to establish volunteer relationships at many of the sites that are in the proposal to host a program. According to the needs assessment survey administered by the Uplift directors at these respective campuses we received the following as it relates to existing volunteer participation:

- 88% of sites indicated that they have parent volunteers
- 63% have parent involved activities
- 100% have adult volunteers

**Designing Activities and Lessons that are Volunteer-Friendly**

The successful use of volunteers to provide programming will rely on putting caring adults willing to donate their time in the best position to succeed in delivering quality learning experiences when we cannot assure all volunteers would be prepared, willing, or able to produce their own activities. As part of the volunteer corps plan we will be continuing our existing pilot work in designing pre-determined station-based activities that are predominantly student-driven. What they will need is a caring adult that can facilitate the rotation of the stations and maintain behavioral issues that may arise. With the time to develop this volunteer corps and train them to administer such an experience, we can leverage the educational knowledge of Uplift and Big Thought during the grant cycle to set the stage for its expiration with a sustainability plan in place.

**Experimenting with Hybrid Funding Models (such as Fee-Based, Sliding Scale)**

Over the past two school years and subsequent summers, Big Thought and Uplift have been piloting a modest fee for service enrichment program that has proven that a nominal fee is something that parents, even when 79% are classified as economically disadvantaged at Uplift sites, can and will contribute to the program financially. By utilizing the aforementioned volunteer corps in alignment with the station-based activities, we are confident that we can design a program that can function at a much lower cost through volunteers and activities that require fewer adults. That design coupled with the knowledge that Uplift parents are willing and able pay a nominal fee for these services leads us to believe that with the time and resources to design and implement this strategy slowly over the course of the grant cycle, we can set up programming that can exist beyond the government's funding.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uplift Education will involve community stakeholders at both the central management office and individual school levels, leveraging the strengths of our existing board structure to ensure thorough oversight and rigorous community involvement and feedback with the Cycle 9 program. As a collaborative program partner, Big Thought's leadership staff and Board of Directors, specifically the Program Committee, will actively support and participate in Uplift's efforts throughout the duration of the grant program.

Uplift takes great pride in its dual-board structure. This structure reflects the board's vision of ensuring that Uplift endures and balances its maturity with an entrepreneurial spirit. The Uplift Board of Directors upholds responsibility and accountability to the State of Texas and the Texas Education Agency. The board sets the financial policies, approves the budget, monitors financial performance against the budget, approves and monitors organizational goals versus performance and plays an active leadership role in long-term planning and fundraising for the organization. The Uplift Board meets 10 times per year and each meeting starts with a review of student achievement (e.g., recent ACT scores, Plan/Explore scores, college admissions, benchmark tests, STAAR, MAP, etc.). Investors in Uplift bonds, as well as other external partners, regularly cite Uplift's board as one of the highest caliber boards in the charter school community.

The local advisory boards are the other critical half of Uplift's board structure. Currently each school campus has its own advisory board. Local advisory boards meet quarterly and for a half-day retreat in the summer. This advisory board structure builds leaders who reflect the communities Uplift serves and allows for a continual pipeline of leaders for the governing board of Uplift. Additionally, local advisory boards allow for more adult leaders to become involved in public education, thereby expanding Uplift's impact. The local advisory boards provide support to Uplift school leaders on their campus by working with them to achieve key objectives in the school's strategic plan. Throughout the school year, the local advisory boards provide guidance to the campus leadership team and help source funds, volunteers and additional resources needed by the school. The local advisory boards passionately advocate for Uplift schools in their community, help connect the schools with outside resources, and provide an important feedback loop to the Uplift board. They share the campus perspective to the Uplift board for policies but do not have voting authority. Uplift's establishment of an advisory board for every campus ensures a deep level of focus on each individual school. With this structure comes a high degree of responsibility for highly effective board/school director relations and communication.

Uplift Education since its inception has received a tremendous amount of parental, political and community support. Uplift has entered into a working agreement with the Grand Prairie ISD Superintendent, Dr. Susan Hull, to open a school within a school at one of GPISD's elementary schools (included in this grant proposal). Uplift Education is proud to be part of the Commit! network of public schools. The Commit! Partnership helps drive student achievement throughout Dallas County from cradle to career by leveraging data and collaboration to: 1) Measure what matters, 2) Identify effective practices and 3) Align community resources to spread what works. Finally, Uplift has strong relationships with its elected officials on both sides of the aisle. We have had the opportunity to share our school success with elected leaders and have them visit our schools and see the impact first hand.

Involving stakeholders in a continuing dialogue about improving educational outcomes contributes to sustainability. When community leaders, funders and others feel invested in the program, and observe the program's successes, they not only maintain but increase their investment of time, energy and resources. Stakeholders also need to perceive students as future leaders. Generally, student successes and program effectiveness is measured against the work that goes on in the classroom; however the public must also see demonstrations of students engaged as full participants in civic life. By highlighting student achievement through service learning projects, volunteering in community activities and as potential apprentice or entry-level personnel in public and private sector industries, stakeholders begin to see students as important participants in community development.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cycle 9 grant positions will be fully embedded into the existing management structure at Uplift. The Project Director, Family Engagement Specialist and Volunteer Coordinator will all work out of the central management office. The Site Coordinators will each work from their respective school, reporting directly to the school's Director (principal), but with a dotted line to the grant's Project Director. This will ensure the highest level of integration and site-based communication for the Site Coordinators into their school's culture and leadership structure. For the central management office staff, they will be working side by side with the organization's key support functions to ensure the fullest integration of the grant program into Uplift culture. Uplift will institute a structure of regularly scheduled Cycle 9 project team meetings to be led by the Project Director and include all full-time project staff and the part-time volunteer coordinator. These meetings will be structured like a professional learning community and will allow for dissemination of key grant and Uplift information, will focus on grant requirements and implementation, and will allow site-based staff the opportunity to share and learn from each other.

Additional strategies will be implemented to ensure adherence to grant requirements and that high-quality programming is being provided to all participants, including:

- The Project Director, following the mandated TEA Cycle 9 orientation, will lead a mini-retreat for all full-time project staff, key Uplift support staff, and Big Thought support staff, to review the grant application, all grant requirements and timelines, and to disseminate all available grant resources and tools, such as MyTexasACE.org, the ACE Blueprint and the Budgeting Costs Guidance Handbook.
- The Project Director and Family Engagement Specialist will attend mandated and/or optional regional trainings and grant webinars and will share the contents of those sessions back to the Site Coordinators through a blend of digital and in-person communication strategies, such as internal project newsletters or lunch and learn events.
- Big Thought will offer ongoing technical assistance and guidance to Uplift staff at all levels. As the recipient and fiscal agent for three previous 21<sup>st</sup> Century CLC grant programs (Cycle 5, Cycle 6 and Cycle 7), Big Thought is knowledgeable of the grant requirements and has over the past eight plus years developed procedures and tools to aid in the implementation and ongoing monitoring of the grant program to ensure both compliance and high-quality programming.
- As the lead instructional partner, Big Thought's Center of Excellence (COE), a team of instructional content professionals, will provide additional supports related to the quality of teaching and learning. The COE's primary objective is to facilitate an ongoing rigorous continual improvement process related to instructional quality in Big Thought programs. The COE oversees program design and curriculum development, provides ongoing instructional coaching and professional development, and coordinates a system of assessments to measure the quality of instruction that includes regular spot observations, external panel observations, social and emotional assessments and a series of stakeholder surveys. The COE utilizes the Six Dimensions of Quality Teaching and Learning rubric, which was developed by Big Thought along with WolfBrown. The six dimensions are: Climate that Supports Learning, Engagement and Investment in Learning, Classroom Dialogue and Sharing, Skills, Techniques and Knowledge of the Discipline, Creative Choices, Expectations, Assessment and Recognition.
- Uplift and Big Thought are both partners with the local non-profit Dallas Afterschool and all Cycle 9 schools will participate in Dallas Afterschool's Program Quality Initiative (PQI) which helps afterschool and summer sites achieve national quality standards. PQI uses the AQUA (Afterschool Quality Advancement) tool, which contains research-based best practices for operating a high quality afterschool program. AQUA's best practices are categorized as follows: Environment & Climate, Relationships, Programming & Activities, Administration & Organization, Staffing & Professional Development, Linkages Between Day and Afterschool, Youth Participation & Engagement, Parent, Family, and Community Partnerships, Program Sustainability & Growth, Measuring Outcomes. Dallas Afterschool supports its clients in their efforts to master all of these quality elements.
- Uplift and Big Thought will collaborate on the creation of a dashboard of Key Performance Indicators, which will be updated on a regular basis and will provide leadership at all levels insights on the quality of programming and allow for intervention and course correction if necessary.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: Uplift Grand Preparatory

9 digit campus ID#	57803003	Distance to Fiscal Agent (Miles)	13.6 miles
--------------------	----------	----------------------------------	------------

Grade Levels to be served (PK-12)	K-8
-----------------------------------	-----

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:	160
---	-----

Number of Adults (parent/ legal guardians only) to be served:	50
---	----

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name: Uplift Heights Preparatory Primary

9 digit campus ID#	57803104	Distance to Fiscal Agent (Miles)	4.1 miles
--------------------	----------	----------------------------------	-----------

Grade Levels to be served (PK-12)	K-5
-----------------------------------	-----

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:	100
---	-----

Number of Adults (parent/ legal guardians only) to be served:	30
---	----

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3 Center Name: Uplift Peak Preparatory Primary

9 digit campus ID#	57803110	Distance to Fiscal Agent (Miles)	4.6 miles
--------------------	----------	----------------------------------	-----------

Grade Levels to be served (PK-12)	K-5
-----------------------------------	-----

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	80
Number of Adults (parent/ legal guardians only) to be served:	25

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 4 Center Name: Uplift Peak Preparatory Middle

9 digit campus ID#	57803048	Distance to Fiscal Agent (Miles)	4.1 miles
--------------------	----------	----------------------------------	-----------

Grade Levels to be served (PK-12)	6-8
-----------------------------------	-----

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	80
Number of Adults (parent/ legal guardians only) to be served:	30

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5 Center Name: Uplift Mighty Preparatory

9 digit campus ID# 57803008 Distance to Fiscal Agent (Miles) 37.4 miles

Grade Levels to be served (PK-12) K-5

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served: 100

Number of Adults (parent/ legal guardians only) to be served: 50

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 6 Center Name: Uplift Meridian Preparatory

9 digit campus ID# 57803108 Distance to Fiscal Agent (Miles) 37.7 miles

Grade Levels to be served (PK-12) K-5

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served: 100

Number of Adults (parent/ legal guardians only) to be served: 40

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 7****Center Name: N/A****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 8****Center Name: N/A****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9

Center Name: N/A

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Feeder School #1

Feeder School #2

Feeder School #3

Feeder School #4

Campus Name

9 digit Campus ID #

District Name (if different)

Distance to Center

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 10

Center Name: N/A

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Feeder School #1

Feeder School #2

Feeder School #3

Feeder School #4

Campus Name

9 digit Campus ID #

District Name (if different)

Distance to Center

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:



**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**TEA Program Requirement 3a:** Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Because 79% of Uplift students are economically disadvantaged, the Cycle 9 after school and summer programs will be available school wide; however 21st Century CLC Site Coordinators will work closely with teachers and parents to recruit/refer those students with the greatest need as defined by Texas Education Code §29.081.

An intensive recruiting plan will utilize group information sessions as well as individual parent/guardian meetings. Bilingual (English and Spanish) recruitment collateral, including newsletters, flyers, posters, parent handbooks, etc. will be widely distributed across the 21<sup>st</sup> Century sites. Where appropriate, other neighborhood locations such as churches, grocery stores, community fairs and community centers will be utilized for recruitment purposes. Staff will continually work to build and maintain interest in the program to facilitate recruiting efforts.

The strategy for program retention is focused on delivering quality programming that more than adequately addresses the needs of both students and family participants. Programs and curriculum designed by Big Thought are intended to focus on factors that typically lead to student departure: academic difficulties; inability of students to express and resolve personal challenges and goals; and students' failure to become or remain incorporated in the intellectual and social life of the school environment. Academic assistance that allows students to explore learning concepts through both formal academic systems (in-school) and informal (out-of-school time) peer-group interactions promotes further discovery, self-expression and responsibility. Curriculum writers and partners are persistent in developing the types of experiences a student might need in order to complete a task, a project, a class and ultimately complete academic requirements. This theory resonates in the strategic focus on the project based curriculum developed by Big Thought and its community partners. Anchoring after-school curriculum in the academic subjects where students need more reinforcement and confidence allows them to make critical learning connections as they look at theories and problem solving through a variety of creative practices. The collaboration of classroom teachers, after-school program guides and a workforce of teaching artists will build an academically and socially integrated work plan to address and influence retention. Students become better equipped to complete a task and are more confident in presenting their work to family members, peers and teachers. This learning framework provides a rich context from which to investigate and learn how students use their in school and out-of-school experiences to be successful learners and successful in life.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**TEA Program Requirement 3b: Center Operations, Staffing and Schedule.** Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The schedule for Cycle 9 programming was collaboratively developed by Uplift and Big Thought in consultation with the school administration at each center to meet and exceed minimum requirements, including the need for each center to “provide a consistent and dependable schedule of weekly activities for program participants (students and adult family members).” The program will operate a total of 36 weeks during the course of the year as follows:

- **Fall Term: August 1 and December 31**

- C1, 2, 3, 5 & 6 will begin regular program operations by Aug 22 and will operate M-F from 3:30-6:00 PM, except for Wed. which will operate 2:15-4:45 PM due to standard early release, for a minimum of 15 weeks, 75 days of service at a minimum of 12.5 hours per week
- C4 will begin regular program operations by Aug 22 at the latest and will operate M-F from 4:00 – 6:15 PM, except for Wed. which will operate from 2:30-6:00 PM due to standard early release, for a minimum of 15 weeks, 75 days of service at a minimum of 12.5 hours per week

- **Spring Term: January 1 – May 26;** all centers will operate the same schedule as the fall term for a minimum of 15 weeks, 75 days of service at a minimum of 12.5 hours per week

- **Summer Term: May 27 – July 31**

- All centers will operate a M-TH summer program, tentatively scheduled for June 5 – July 31, from 8:00 AM – 12:00 PM for a minimum of 6 weeks, 24 days of service at a 16 hours per week

Staffing schedules are planned as followed for each grant position:

- Project Director & Family Engagement Specialist (F/T): 10:00 AM – 6:00 PM, M-F
- Site Coordinator (F/T): 10:30 AM – 6:30 PM, M-F
- Assistant Site Coordinator (P/T), Coaches & Teaching Artists (contract): 3:30-6:00 PM or 4:00-6:15 PM, M-F (Wednesdays adjusted for early release) plus regular planning and professional development time throughout school year (times vary)

**TEA Program Requirement 3c: Center Operations, Safety.** Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uplift Education will implement stringent policies and procedures to ensure the safety of all Cycle 9 program participants. Uplift's Scholar/Parent Handbook, which includes the Scholar Code of Conduct, Anti-Bullying Policy and Behavior Management Plan, extends to out-of-school programs, including Cycle 9. As the lead programmatic partner, Big Thought will consult with Uplift annually to ensure that their standard operating procedures for out-of-school time programming are aligned with Uplift.

All program staff and contractors will be consistently on-boarded and must have met background check requirements as required by Uplift and the Texas Education Code. Staff and/or paid contractors must pass a National Criminal History Background Check with fingerprints, and volunteers must pass DPS background checks. Prior to working in a classroom, staff and contractors will receive proper orientation and training, including ages and stages, positive classroom management, first aid, CPR, and program-specific standard operating procedures and emergency protocols.

Each campus will conduct an annual safety self-assessment, as well as receive annual 3<sup>rd</sup>-party safety assessments through partnership with local non-profit Dallas Afterschool via their Program Quality Initiative which helps afterschool and summer sites achieve national quality standards.

All of the centers are located at the participating student's schools and they will travel to and from school by private car. Each center will develop a student transfer plan outlining how students are transitioned from in-school personnel to after-school staff. Program staff will maintain a current roster of student participants, which is used to sign-in students. Attendance will be taken at the start of every new activity rotation. At the end of each day, children will only be released to adults previously authorized by the parents during the enrollment process. Program staff will check picture identifications to ensure proper authorization for release and the authorized adult will be required to sign the child out.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**TEA Program Requirement 4a:** Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Beginning with input from school improvement plans, student/parent surveys, and community interviews, the school leadership and Big Thought create a program plan for each 21st Century Community Learning Center that meets grant requirements and reflects best practices. Each plan includes specific strategies to support desired student outcomes such as: improved academic performance, attendance, behavior, promotion, and graduation rates. Big Thought assembles instructional teams trained and prepared to implement general programming and specific projects that meet school goals. Instructional teams consist of adult advocates, professional teaching artists, scientists, designers, historians, writers, school staff, neighborhood leaders, and parents. Teams meet weekly to review the progress of each student and adapt lessons and plans.

All activities are interactive and give students opportunities to express themselves, exercise creative thinking, engage in meaningful dialogue with each other and adults, learn to build their own rubrics and self-assess their work, and, learn to work as a collaborative team.

Professional development is mandatory as are standardized planning tools, lesson plan formats, and self-assessment formulas. Uplift and Big Thought have systems in place to insure the quality of instruction at each campus, including routine on-site observations, student performance data, and ongoing stakeholder feedback from students, campus leaders, and parents.

A wide body of compelling research demonstrates the positive effects of project-based learning on student achievement. According to the Buck Institute for Education, ([http://www.bie.org/about/does\\_pbl\\_work](http://www.bie.org/about/does_pbl_work)) project-based learning can:

- Increase academic achievement on annual state-administered assessment tests
- Improve effectiveness of teaching math and science
- Improve long-term retention, skill development and satisfaction of students and teachers
- Better prepare students to integrate and explain concepts
- Improve students' mastery of 21st-century skills

Project based learning and a focus on engaging/creative activities are the foundation for a high quality program. Scientifically-based research demonstrates that children involved in highly engaging/creative activities have more consistent school attendance, higher academic achievement (Catterall, James, Doing Well and Doing Good by Doing Art: A 12- Year Longitudinal Study, Imagination Group: I-Group Books, 2009), and may be primed for greater leadership and community involvement

There is compelling evidence that high quality after-school programs have a proven track record of improving student achievement. Students that regularly attend quality after-school programs are three times less likely to skip school, 20% - 50% less likely to drop out of school, and show improved standardized math scores by 12-20 percentiles (After School Alliance, Making a Difference in America's Communities by Improving Student Achievement, 2008).

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**TEA Program Requirement 4b:** Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uplift and Big Thought share a common vision that all students will graduate high school career and college ready. Academic and enrichment activities will be supported by instructional techniques outlined below:

- 1) Big Thought employs project-based learning in which students build academic skills while exploring real-world problems and challenges that are meaningful and interesting to them. This approach, supported by scientifically-based research, stimulates student engagement and results in increased attendance, better teamwork skills and improved test scores. Students work in small four-person teams to solve problems that are relevant to their lives.
- 2) Projects will be guided by professional artists, scientists, entrepreneurs, and others to introduce them to new careers and potential role models. Field trips will be designed to enhance the projects. Students will travel to new areas of the community to interview local leaders and see first-hand the grown-up world of work. It is essential that young people not only meet successful adults, but in particular, they meet those that reflect their own culture and appearance. Likewise, it is essential for adults to see children outside of school, as citizens of our community who are ready to contribute now and into the future.
- 3) Students will be supported by adult advocates (whom the students will know as “coaches”) at a 1:15 ratio. The advocates serve as the daily consistent mentor, trained in effective listening and life skills with a focus on developing and nurturing safe relationships with the students in their group as well as those students' parents. The advocates will be familiar with each individual student's learning plan and challenges. They will stay on top of homework assignments, and they will know each of their students' outside interests so that they can connect the parent and child to more opportunities for learning outside of regular class time. (See Search Institute, Sparks)
- 4) All staff will be trained in brain-based pedagogy, particularly in the use of Growth Mindset and Asset-based language. Conflict resolution skills will be taught to staff to employ not just in the classroom, but also with parents and colleagues. (See Carol Dweck) Daily lessons will be overlaid with consistent work on social-emotional learning outcomes such as self-management, social awareness, optimistic thinking, and personal responsibility.
- 5) Outside time and self-directed center work will be an important part of daily programming. Students given time to practice self-directed work, whether outside or inside with activity centers, build creativity and decision-making skills. The coaches will set up activity centers and serve as a facilitator, as in the Montessori model, giving children opportunities for decision making and peer negotiating. Activity centers (indoors and outdoors) will be crafted around school day learning goals. Nature Deficit Disorder is widely accepted as a cause for students demonstrating what is commonly identified as hyperactivity. More time outside will decrease the need for behavior intervention.

Big Thought has a long track record of over 20 years' experience working with disaffected middle school students with various learning challenges and traumatic stress related disorders. The most effective way to re-engage youth at-risk for drop-out, is to rigorously follow the above tenets: Project Based Learning, Positive Role Models, Strong Sustained Relationships, Growth Mindset, Conflict Resolutions, Asset-based Language, and Outside Time.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**TEA Program Requirement 5a:** Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist encourages family/parental involvement in the after-school program at the campus level and provides ongoing, educational programs to immediate family members and parents/legal guardians of students enrolled in the 21st Century program. The FES must have a Bachelor's Degree in education or related field; strong communication and interpersonal skills; be familiar with the community and support agencies; be adaptable to meet the needs of the families in the program; be able to work flexible hours; have experience working in an educational, social service, or family support service setting; have experience with child development and effective parenting techniques; and have experience working with families from diverse cultures and economic backgrounds. Bilingual in English and Spanish is strongly preferred.

**TEA Program Requirement 5b:** Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will coordinate a scope of work based off of the needs assessment, with the Project Director and Site Coordinators that will coordinate existing Uplift family engagement resources and activities, develop new partnerships and resources, and utilize family-related providers and resources from Big Thought's roster of community-based partner organizations. Regular planning and reflection meetings between the family engagement specialist and center staff will ensure an ongoing conversation focused on maximizing the involvement of families in the program and any course corrections deemed necessary.

After each campus completes its needs assessment, the Family Engagement Specialist will meet with each Site Coordinator(s) to 1) establish priorities, 2) complete semester calendars, 3) develop flyers and marketing materials to recruit families for events and workshops, 4) assist with recruitment of any parenting and parent education classes, 5) make phone calls to families, if needed, 6) utilize campuses' modes of communication – emails, robocalls, marquee announcements, 7) man an information table when parents pick up students to pass on a flyer face-to-face or leave a flyer with those parents in picking up/dropping off lines. Texts will be used to communicate opportunities to participate.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057803

Amendment # (for amendments only):

**TEA Program Requirement 5c: Family Engagement, Activities.** Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Before selection of the Family Engagement Activities, each campus will conduct a needs assessment with students and their parents. Activities will be selected in accordance to parent/child and campus needs. Family Engagement classes, events, and activities will be provided on the Uplift campuses.

Family Engagement Activities planned:

- "Back to School" Rally
- Parent/ teacher conferences
- Fall/Spring Parent Academy to help successfully support the student's' education at Uplift campuses
- "Campus Town Hall" with the CEO
- Volunteering in fundraising activities.

Parent education classes such as ESL, GED, computer training classes will be scheduled as needed and requested. In addition, a "Family Table" series of conversations and creative time with families includes topics such as:

- "Their Future in our Hands" – goals setting for families and students
- "Learning Spaces in the Home" – creating interest areas for your students in the home
- " More than 15 Minutes" – is a literacy conversation about book selections and hands-on literacy activities to do every day
- "Connection – Learning Anytime and Anywhere" – introduction to Connected Learning and the Dallas City of Learning website for students to discover, explore, and engage in interest-based learning opportunities..

The Family Table series will be scheduled throughout the school year at each campus. Parent education classes will be scheduled in the morning or evening according to the needs of the families and campuses.

The planned activities are scheduled when working families can attend in the evenings. There will also be morning opportunities to attend. The education classes will help those working family members who need to upgrade skills in language, high school completion, and computer skills in order to upgrade their employability status.

Parent Academies will focus on helping families support their student toward academic success.

Other Resources:

The Information Table – manned at least once a week to pass on campus information, helpful tips for students, calendar of school events, free community resources, health fairs, free admission days/nights to museums, displays of students' work, and photos of the week.

Teacher/ After-school Staff meetings will include updates on strategies and data on family engagement participation and activities so that a link to learning is established in the development of any family engagement strategies, the family engagement activities promote relationships between all stakeholders, the family engagement events are conducted with groups in mind, and of the utmost importance, that all activities are interactive, culturally relevant, and developmentally appropriate.

Family Pictures – during all family engagement activities, a photo station will be created so that families can take a family photo commemorating family time together. Volunteers and/or staff will put together a background for the family photos indicative of the event or activities proposed.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation**

County-district number or vendor ID: 057803

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	X	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	X	X
A03	Ensure strategies and materials used with students do not promote gender bias	X	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	X	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	X	<input type="checkbox"/>	X
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	X	<input type="checkbox"/>	X
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	X
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	X	<input type="checkbox"/>	X
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	X	X	X
B05	Develop/maintain community involvement/participation in program activities	X	X	X
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	X	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	X	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	X	X	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	X
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	X
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	X

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-district number or vendor ID: 057803

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	X
B13	Provide child care for parents participating in school activities	X	<input type="checkbox"/>	X
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	X	X
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	X
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	X
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	X
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	X
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	X	<input type="checkbox"/>	X
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	X	X
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	X	X
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	X	X	X
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	X	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	X	X	<input type="checkbox"/>
C02	Provide counseling	X	X	X
C03	Conduct home visits by staff	X	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	X	<input type="checkbox"/>	X
C05	Recruit volunteers to assist in promoting gang-free communities	X	<input type="checkbox"/>	X
C06	Provide mentor program	X	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X	<input type="checkbox"/>	X

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-district number or vendor ID: 057803

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	X	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	X
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	X
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	X	X
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	X
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	X	X
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	X	X
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	X	X	X
D02	Provide counseling	X	X	X
D03	Conduct home visits by staff	X	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	X
D05	Provide mentor program	X	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X	<input type="checkbox"/>	X
D07	Provide community service programs/activities	X	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	X	X	X
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	X
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	X	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	X	X	X
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	X	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #18—Equitable Access and Participation (cont.)**

County-district number or vendor ID: 057803

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	X	X	X
E04	Provide program materials/information in digital/audio formats	X	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	X	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	X
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	X	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	X	<input type="checkbox"/>	X
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	X	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	X
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	X	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	X
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	X
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-district number or vendor ID: 057803

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	X	X	X
J02	Ensure all physical structures are accessible	X	X	X
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	X	<input type="checkbox"/>	X
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	X	<input type="checkbox"/>	X
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	X
K05	Provide mentor program	X	<input type="checkbox"/>	X
K06	Provide before/after school recreational or educational activities	X	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	X	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	X
K09	Develop/maintain community collaborations	X	<input type="checkbox"/>	X
K10	Coordinate with health and social services agencies	X	X	X
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	X
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	X
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	X
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	X
L03	Establish/maintain timely record transfer system	X	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	X
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	X

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-district number or vendor ID: 057803

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	X
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	X
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	X
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	X
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	X
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	X
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	X
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	X
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	X
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	X
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	X
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	X
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	X
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	X
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	X	X
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	X
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	X	X	X
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	X	X	X

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-district number or vendor ID: 057803

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	X	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: